

Pelynt School

Pelynt, Looe, PL13 2LG

Inspection dates 16– 17 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school has improved considerably since the previous inspection. The headteacher and governors have successfully focused on improving the quality of teaching and pupils' achievement, both of which are now good.
- Nearly all pupils make good progress, many from below expected starting points. The school has been particularly successful in improving pupils' achievement in reading and writing.
- Pupils behave well and say they feel safe and secure in school. Attendance is above average and pupils are punctual in arriving at school.
- The pupils' spiritual, moral, social and cultural development is promoted well. Relationships at all levels are good and make a positive contribution to their learning and progress.
- Teachers assess the needs of each pupil very carefully. When a child could do better, or if their behaviour is a concern, good levels of guidance are offered to help them.
- The headteacher, senior management team and governors work very well as a team with high expectations for the further improvement of the school.

It is not yet an outstanding school because

- Despite good and much improved achievement, pupils do not do as well in mathematics as they do in reading and writing.
- Occasionally, when all the class is being taught together, the work does not match pupils' different abilities well enough and may be too difficult for some and too easy for others.
- Higher ability pupils are not always given enough opportunity to plan their own work and develop their own enquiry skills.
- There is some inconsistency in how pupils are expected to respond to teachers' marking.

Information about this inspection

- The inspector visited 11 lessons of which three were joint observations with the headteacher and made a number of other shorter visits to lessons.
- Meetings were held with a group of pupils and many other pupils were spoken to during lessons and break times.
- The inspector held meetings with school staff, including senior and middle leaders.
- The inspector met with members of the governing body and spoke informally with a number of parents and carers as they brought their children to school. She also held a telephone conversation with a representative from the local authority
- The inspector heard children read and also observed morning playtime and lunch breaks and attended one assembly.
- Pupils' work was scrutinised including the 'Learning Journeys' of the youngest children. Displays around the school were also examined.
- Note was taken of the nine responses to the staff questionnaire, the 10 responses made to the on-line questionnaire (Parent View) and one additional letter from a parent. The inspector also consulted the school's own 2012 survey of parents' and carers' views.
- A range of documents were looked at, including the school's data on pupils' progress, lesson planning, school self-evaluation and monitoring documentation, as well as records relating to behaviour, attendance and safeguarding.

Inspection team

Anne Wesley, Lead inspector

Additional Inspector

Full report

Information about this school

- Pelynt School is much smaller than the average sized primary school.
- Since the previous inspection it has federated with Polruan School and the two schools have formed the West Wivelshire Federation sharing an executive headteacher and a governing body.
- Children in the Early Years Foundation Stage are taught in the same class as Year 1 and Year 2 pupils. There are two other classes, one for Year 3 and Year 4 and one for Year 5 and Year 6.
- Most pupils are of White British heritage.
- A lower than average proportion (13%) of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils supported at school action and school action plus is above average. The proportion of pupils with a statement of special educational needs is also above average.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - ensuring that all parts of the lessons are matched to the pupils' ability including the introductions
 - ensuring that pupils have regular opportunities to respond to teachers' marking
 - challenging the more able pupils to take greater responsibility for their own learning by allowing time for more extension activities and individual research and also to encourage them to be involved in evaluating the work they produce.
- Improve achievement in mathematics by providing more opportunities across the curriculum for pupils to use and develop their basic skills including by applying their mathematical knowledge to solve problems.

Inspection judgements

The achievement of pupils is good

- Children enter school with skills that are well below the levels expected for their age. The strong links with the nearby pre-school help to ensure that as soon as they enter school they settle quickly and show a genuine interest in learning and achieve well.
- Children in the first class make good progress in developing their understanding of letters and sounds and gain the confidence to use this knowledge to tackle new words. During the last two years teaching phonics (the link between letters and sounds) has had a high priority throughout the school and as a result achievement is good and continues to improve.
- Teachers continually check that pupils read regularly at home and at school and ensure books are changed frequently. A system is in place to hear pupils read if it has not been possible at home. As a result, good progress in reading continues throughout the school. The pupils' positive enthusiasm for reading is evident in all classes with older pupils talking confidently about different types of books, explaining why they prefer certain authors.
- Lesson observations and a scrutiny of pupils' work during the inspection show that pupils make the most of their chances to write well in a variety of forms. Good story openings were seen as well as lively reports about a typical day in a Tudor school from the same class.
- When children join the school their knowledge of numbers and their ability to use them to make calculations is well below average. As they move through the school, although progress is better than at the time of the previous inspection, the improvement is not as fast as it is in reading and writing.
- As groups of pupils of the same age are small, the school rigorously checks the progress of each child. The school's accurate records show that all groups of pupils make good progress from their different starting points, especially during Years 2, 3 and 4. In response to this ongoing checking and to teachers' higher expectations there has been a sustained improvement in pupils' progress since the previous inspection.
- Results at the end of Key Stage 2 vary from year to year but comparison with national averages is not appropriate for the small numbers involved.
- The teachers' thorough scrutiny of pupils' individual records during pupil progress meetings ensures that additional help is targeted to those who need it most. This support is effective and is helping to improve attainment for these pupils rapidly.
- Pupils with special educational needs make similar rates of progress to the other pupils in their age group. Governors help to check that pupil premium funding is used effectively. The small number of pupils involved make better than expected progress.

The quality of teaching is good

- The quality of teaching is good and shows a greatly improved picture since the previous inspection. Discussions with pupils and a scrutiny of the work in their books show that teaching has been typically good over time.
- Teachers have greatly improved the way they assess how well pupils are doing and use this to plan tasks that will help them to make even faster progress. Teachers' planning is often adapted by assessments made during lessons so that there is a close match between the work set and individual pupils' needs. However, this approach is not always used so well when the whole class is taught together.
- An effective system for marking pupils' books is well established and used consistently throughout the school. Teachers' written comments give the pupils a very clear idea of how they could make their work better, but pupils are not always given sufficient time to act on the good advice from their teachers.
- Pupils engage well with their lessons and the good pace of the teaching ensures high levels of interest and engagement. Pupils respond positively to the interesting lessons and to the high expectations of their teachers. In the Class 1, children were enthused by the way the teacher introduced a science lesson to explore different materials. The game which all the children played meant that the Reception children productively continued their own exploration outside and the Years 1 and 2 pupils benefited greatly from the practical experience which deepened their understanding and enhanced their vocabulary.
- Some of the best writing comes when teachers make good links across the curriculum; for example, when pupils were writing about the advantages and disadvantages of living near to a river.
- However, fewer links have been made across the curriculum with mathematics and the pupils do not regularly practise their numeracy skills in solving problems.
- Pupils with special educational needs are taught well. Teaching assistants are consistently used well, increasingly to support pupils with their individual programme based on their specific needs. Some of the funding for this additional support is through the targeted use of pupil premium funding. The school checks up carefully to make sure that the extra help is improving the progress of these pupils.

The behaviour and safety of pupils are good

- There is a very welcoming atmosphere throughout the school. Pupils are polite, courteous and get on well with each other and adults. They enjoy school and are keen to learn. They are expected to behave well and the large majority do.
- Parents, carers, teachers, governors and professionals working with the school say that behaviour has improved since the previous inspection. There is a consistent approach to managing behaviour throughout the school with a positive reward system which is appreciated by the pupils.
- Individual support programmes are in place for a small number of children who may display challenging behaviour. These pupils are supported by a team of professionals incorporating a wide range of help from agencies outside the school. As a result the behaviour of this small group of pupils has shown a marked improvement. There is minimal disruption to their learning and to the learning of others.
- Teachers and teaching assistants establish good relationships with their classes and manage

pupils' behaviour very effectively. As a result, pupils are happy to contribute to lessons and listen well to each other.

- Pupils are aware of the different forms bullying can take, and pupils, parents, carers and staff agree that bullying is very rare. Playtime is a pleasant social occasion enjoyed by the pupils who say, 'We have lots of things to do and equipment to play with.'
- Pupils understand potentially harmful situations including the misuse of the internet and mobile phones. They would know how to act if something seemed dangerous and are secure in the knowledge that help is on hand should they need it.
- Pupils are often asked to reflect on how their behaviour can affect other people. Time is taken to discuss any issues which may have upset some pupils. This sustained consideration of each other's views and discussion about how issues can be resolved demonstrates the priority given to pupils' spiritual, social and moral development.
- Attendance is above average. This is maintained through effective systems of rewards and sanctions. A strengthened partnership with parents and carers has reduced the incidence of persistent absence effectively.

The leadership and management are good

- Leaders at all levels, including governors, consistently set high expectations for pupils' achievement and behaviour. As a result the school has been on a rapid and successful journey of improvement since the last inspection.
- The school knows its strengths and weaknesses well through systematic checking of pupils' progress and the quality of teaching by the school leaders.
- Effective performance management provides support and constructive criticism helping teachers' work in the classroom. Actions to bring about improvement are always followed through to see if they are successful. As a result, the quality of teaching is now consistently good.
- Teachers are supported well through professional development. Subject leaders work across both schools sharing expertise and enhancing performance in both.
- Staff work extremely well with parents and carers; they are very positive about the school, its leadership and improvements. Discrimination of any kind is not tolerated in the school. Staff treat all pupils equally, including those with special educational needs.
- Following the previous inspection the local authority worked effectively with the school on improving both the quality of teaching and pupils' progress. Currently, the local authority only provides light touch leadership support if requested.
- Pupils' learning is enriched by a wide-ranging and interesting curriculum. Music and art are important in the school, providing pupils with stimulating activities. The curriculum is enhanced by visits to places linked to their lessons and visitors also widen pupils' view of the world. For example, the pupils talked about their recent visit to Pendennis Castle: 'It made us think about how it would be to live there with the Tudors.'

■ The governance of the school:

Governors bring a wealth of experiences and expertise, including in education, to their role. This enables them to challenge the school's work robustly and provide high levels of support. The governors know the school well as they visit frequently, sometimes working with the pupils. They have regular reports from the pupil progress meetings and meet on a half termly basis with school leaders; to check the progress made against the school improvement plans. They have a good understanding of the quality of teaching and the way it has improved since the previous inspection

and play an active role in managing the performance of staff. They ensure that safeguarding procedures meet all requirements and make regular checks around the school site. They have also helped to ensure that the school benefits fully from the recently formed federation, particularly in strengthening the position of the school for the future.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111976
Local authority	Cornwall
Inspection number	405367
Type of school	Primary
School category	Community
Age range of pupils	4– 11
Gender of pupils	Mixed
Number of pupils on the school roll	67
Appropriate authority	The governing body
Chair	John Mason
Headteacher	Heidi Hoskin
Date of previous school inspection	16– 17 September 2010
Telephone number	01503 220262
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